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ABSTRACT

This document is a resource guide intended to assist those serving urban youth and adults in vocational education. The first section lists field-representative publications in the areas of urban education reform, dropout prevention, teen parents, transitions, and support services/programs for adults; general literature; and additional resources. Each of these listings includes the authors, publication date, title, author affiliation, abstract describing the publication, and information about where to obtain the publication. A section on newsletters lists 13 publications, with the contact person, address, telephone number, and abstract provided for each. The journals section lists four journals and provides the address, contact person, telephone number, and abstract of each. Another section lists the titles, directors, addresses, and abstracts of 14 agencies, associations, and organizations generally acting as information exchange sources. Also included are sections listing centers for educational information and services, clearinghouses, computer-based information networks, and databases. (JB)

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SELECTED VOCATIONAL PREPARATION RESOURCES FOR SERVING URBAN YOUTH AND ADULTS WITH SPECIAL NEEDS

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SELECTED VOCATIONAL PREPARATION RESOURCES FOR SERVING URBAN YOUTH AND ADULTS WITH SPECIAL NEEDS

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PREFACE

Urban education is a critical national issue. Complex, multifaceted problems confront urban education as struggling systems face the difficult challenges of addressing the educational needs of urban youth and adults. Hopes for improving urban schools depend largely on our understanding the complex needs of youth and adults who populate our city schools. In response to this challenge, the Technical Assistance for Special Populations Program (TASPP) of the National Center for Research in Vocational Education (NCRVE) has produced *Selected Vocational Preparation Resources for Serving Urban Youth and Adults with Special Needs*. This resource guide is intended to assist state and local administrators of vocational special needs programs, special needs educators, counselors, researchers, policymakers, and others serving youth and adults in urban settings to locate resources.

Materials included in this guide are relevant publications; newsletters; journals; agencies, associations, and organizations; centers for educational information/services; clearinghouses; computer-based information networks; and databases. The materials are categorized according to important issues and strategies and include urban education reform, dropout prevention, teen parent, transition, and support services/programs for adults. References on general background literature included in the Resource Guide highlight the demographics and the challenges facing urban education. This resource guide is *not* intended to be an exhaustive listing of all available resources, but, rather, materials are included which are representative of the field. For each entry, an annotation, the price, ordering information, and address (whenever possible) are provided. Resources should be ordered directly from the publisher listed in each annotation.

To avoid duplication, most entries appearing in previous resource guides developed by TASPP concerning important urban issues of transition, youth at risk, students with limited English proficiency, and teen parents were omitted. These resource guides may be obtained through the National Center for Research in Vocational Education, Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455, (800) 637-7652.

EDUCATIONAL REFORM

School Reform

Business-Higher Education Forum. (1989, October). ***Proceedings: Roundtable on Urban Education*** (Winter 1989 meeting, Scottsdale, AZ). Washington, DC: Author.

During the Business-Higher Education Forum's 1989 winter meeting, several leading educators, business executives, union leaders, policymakers and analysts joined with Forum members to discuss one of the nation's most difficult challenges—how to help inner-city youth. The discussions included in this document provide a comprehensive and lucid overview of the problems in the nation's city schools and genuine possibilities for improvement. Although the discussions focused on school reform, issues ranging from child care to the need for national goals were also covered. These proceedings represent the first steps in the Forum's effort to implement the recommendations of *American Potential: The Human Dimension*, a report from the Forum which called for sweeping changes in the nation's education and training system. sck (69 pages, $9.00)
ADDRESS: Business-Higher Education Forum, One Dupont Circle, NW, Suite 800, Washington, DC 20036, (202) 939-9345

Minority Groups

Business-Higher Education Forum. (1990, June). ***Three realities: Minority life in the United States.*** Washington, DC: Author.

Prepared by the Task Force on Minorities and the Work Force, comprised of eighteen business and higher education leaders, *Three Realities* reports on the minority progress and minority problems in the United States. Although the report is concerned with "all minorities" (i.e., American Indians, Hispanics, blacks, and Asian Americans), it relies, in the main, on data that describe the condition of blacks and Hispanics. These two groups make up more than ninety percent of America's minority population. Four major problems limiting minorities' full participation in the nation's economic life are cited: racism, poor educational attainment, the stranglehold of the inner city, and the lack of participation in all aspects of the nation's economic life. The report has two fundamental goals: (1) to address ways to bring black and Hispanic Americans more fully into our nation's economic and educational mainstream, and (2) to help clarify the terms of the public debate about minority policy and progress in this nation. Included is a series of recommendations for public policymakers, the nation's colleges and universities, and corporations in the areas of employment, public assistance, out-of-wedlock births, education, affirmative action, hiring and promotion, capital development, and franchising. sck (88 pages, $15.00) (continued)

ADDRESS: Business-Higher Education Forum, One Dupont Circle, NW, Suite 800, Washington, DC 20036, (202) 939-9345

Effective Programs/ Best Practices

The Carnegie Foundation for the Advancement of Teaching. (1988). ***An imperiled generation: Saving urban schools***. Princeton, NJ: Author.

The condition of schools in urban centers is reviewed in this report. Recommendations for improvement call for a comprehensive program incorporating "best practices." The Foundation's plan specifically includes the following: commitment to educate all children, new governance procedures for local schools and districts, an educational renewal program for the local school, and partnerships that link the school to a network of local, state, and federal support. mcw (38 pages, $7.50)
ADDRESS: Princeton University Press, 3175 Princeton Pike, Lawrenceville, NJ 08648, (609) 896-1344

School Improvement

The Council of the Great City Schools. (1987). ***Challenges to urban education: Results in the making***. Washington, DC: Author.

In this report, the Council of the Great City Schools, representing forty-four large, inner-city public school systems, analyzed existing reports on educational reform and then produced recommendations for improving urban schools in this report. This report is intended to alert the American public and institutions of the pivotal role urban schools play in shaping American society. It calls attention to five key issues confronting urban schools with special challenges: (1) educational achievement; (2) youth opportunities for enrollment in postsecondary education programs, employment, and training; (3) community and parental involvement; (4) health care; and (5) buildings and facilities. The report is intended to be used as a resource document by school districts in order to revitalize their own schools. It provides the "Top Ten Needs" relating to a particular issue to help school districts assess their needs before embarking on an agenda of reform. The report is designed to be used as a blueprint for improving education in the cities. The report further urges policymakers to step up minority teacher recruitment, provide grants for dropout prevention programs, adopt more comprehensive day-care programs, and boost funding for drug education programs. An appendix is included which contains a compendium of successful urban programs. sck (91 pages, $17.95)
ADDRESS: The Council of the Great City Schools, 1413 K Street, NW, Suite 400, Washington, DC 20005, (202) 371-0163

Community Involvement

Hill, P. T., Wise, A. E., & Shapiro, L. (1989, January). ***Educational progress: Cities mobilize to improve their schools.*** Santa Monica, CA: The RAND Corporation.

Most big-city school systems are in trouble, but some are on the road to improvement. This report on the area of education restructuring describes how six communities (Atlanta, Cincinnati, Memphis, Miami, Pittsburgh, and San Diego) got started, defines what they still need to do, and suggests ways others might take advantage of their experience. To determine how improvement was begun and sustained, the project examined (1) typical precursor events; (2) sources of initiative; (3) leadership strategies and decision-making processes; (4) roles of particular people and organizations, including the school board, superintendent, teachers and other unions, business, civic organizations, and local political leaders; and (5) the importance and sources of new funds. The study's most important finding is that an urban school system can be improved only if the entire community unites on its behalf; the problems are too severe and intertwined—and entangled with broader community social and economic issues—to be solved by the educational bureaucracy alone. mg (46 pages, $4.00)
ADDRESS: RAND Corporation, Publications Department, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138, (213) 393-0411

Effective Schools

Louis, K. S., & Miles, M. B. (1990). ***Improving the urban high school: What works and why.*** New York, NY: Teachers College Press.

This book focuses on five in-depth case studies of urban high schools involved in school improvement efforts. The authors show different levels of achievement—examining what the school people did and what led to the level of success attained—and through contrasts and comparisons, point to key factors required for real change. Also included are the results of a survey of one hundred and seventy-eight big-city high school principals whose schools had been carrying out improvement efforts from one to four years in length.

Topics include the nature of high schools, vision-building and empowerment in school reform, getting and managing the resources needed, and effectively coping with problems of change.

While indispensable as a tool for managing change in urban high schools, the findings are relevant to schools at other levels and in other settings. sck (340 pages, $21.95)
ADDRESS: Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Avenue, New York, NY 10027, (212) 678-3929, (800) 356-0409

Magnet Schools

Mitchell, V., Russel, E. S., Benson, C., Chambers, J. G., & Just, A. E. (1989, November). ***Exemplary urban career-oriented secondary school programs*** (Order No. MDS-012). Berkeley, CA: National Center for Research in Vocational Education, University of California at Berkeley. (ERIC Document Reproduction Service No. ED 312 502)

This report contains case studies on nine successful inner-city secondary programs (six in New York City, two in Chicago, and one in Los Angeles). Each school has a specialty related to a specific industry, and the case studies provide details on what led these programs to success. The authors note the barriers that had to be overcome to establish these programs and describe some issues that must be addressed for their further development. mcw (195 pages, $9.50)
ADDRESS: National Center for Research in Vocational Education, Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455, (800) 637-7652

Schooling Disadvantaged Children

Natriello, G., McDill, E. L., & Pallas, A. M. (1990). ***Schooling disadvantaged children: Racing against catastrophe***. New York, NY: Teachers College Press.

This volume assesses the current status of disadvantaged children in American society and offers a set of policy recommendations for addressing their educational needs. In Part I, the authors describe the various definitions of "disadvantaged" used by researchers and policymakers, linking these definitions to the strategies and policies they imply in efforts to address the problems of the disadvantaged. Part I also includes a sociodemographic profile of the disadvantaged and a projection of changes in that population over the next thirty-five years. Part II is a comprehensive review and evaluation of compensatory education efforts (preschool, elementary, and secondary) over the past twenty-five years. This section also provides an interpretive framework for analysis that groups programs into useful categories and summarizes the features of successful programs. In Part III, the authors describe the types of data (at levels ranging from classroom to national) needed by policymakers and practitioners to ameliorate the conditions of the disadvantaged. They also propose a theory-based approach to restructuring schools to make them more responsive to disadvantaged students. The authors conclude by developing the policy implications of the current and future conditions of disadvantaged students in U.S. schools.

This volume will be an important resource for policymakers, researchers, and administrators in education. It will also be valuable for courses in the sociology of education, educational policy, urban education, and educational administration. sck (272 pages, $17.95)
ADDRESS: Teachers College Press, P.O. Box 2032, Colchester, VT 05449, (802) 878-0315 in VT, (800) 445-6638

Reform Analysis

Oakes, J. (1987, October). ***Improving inner-city schools: Current directions in urban district reform.*** Santa Monica, CA: The RAND Corporation.

This publication reviews the types of reforms that are being attempted to improve the educational and social outcomes for the poorest children in urban centers. The findings are based on data obtained in telephone interviews with an informal sample of urban school administrators and a review of the recent literature on urban education. Specific examples of how reforms are being implemented in various districts are included. The purpose of this publication is to raise issues and questions that prior research suggests are central to understanding whether particular reforms appear promising. It is also intended to stimulate research on the effects of various approaches to improving the educational achievement and future prospects of poor and minority children in urban schools. Current improvement strategies which are discussed include the following: improving the "effectiveness" of schools, curricula, and teaching; creating alternative delivery systems; developing early childhood programs; providing social supports; and forming cooperative partnerships. References are included. mcw (68 pages, $7.50)
ADDRESS: RAND Corporation, Publications Department, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138, (213) 393-0411

Community Involvement

Wilensky, R., & Kline, D. (1988). ***Renewing urban schools: The community connection*** (Publication No. AR 88-2). Denver, CO: Education Commission of the States.

This paper is the seventh of an Education Commission of the States series focusing on the problems of youth at risk of not successfully making the transition to adulthood (i.e., dropouts, underachievers, and those disconnected from school and society). The authors call for a general re-engagement of state policymakers on the issue of urban education and, in particular, for policymakers to formally involve communities and neighborhoods in the renewal of urban schools. Information on the cities, the schools, the schooling practices, and the economy that forms the background for the urban school crisis is provided. The response

of public schools to the public's call for reform is highlighted. An alternative program of reform which directly addresses the crisis of urban public schools as a crisis of community is outlined. Appendix A describes selected programs that link schools and communities in urban settings. sck (41 pages, $7.50)
ADDRESS: Education Commission of the States, Distribution Center, 707 17th Street, Suite 2700, Denver, CO 80202-3427, (303) 299-3692

Community Involvement

Williams, M. R. (1989). ***Neighborhood organizing for urban school reform.*** New York, NY: Teachers College Press.

In this book, the author delineates his theory of how neighborhood organizations can bring about school reform; he gives the reader an overview of the sources of problems in urban schools, the schooling process itself, and the contemporary meanings of school reform. He reevaluates conservative views of urban decline and resident incapacity and critiques several current approaches to reform.

A history of citizen participation in education is followed by chapters on the characteristics of neighborhood organizations, theoretical ways to link schools to neighborhood groups organizing for local school reform, and lessons to be applied for groups wishing to begin.

This book will be of interest to school administrators, board members and legislators, and concerned citizen organizations. An appropriate text for undergraduate and graduate courses in educational foundations (urban education, history of education, or sociology of education), it will serve as a supplemental text for political science and sociology courses on urban problems. sck (192 pages, $14.95)
ADDRESS: Teachers College Press, P.O. Box 2032, Colchester, VT 05449, (802) 878-0315 in VT, (800) 445-6638

DROPOUT PREVENTION

Middle School

Bempechat, J., & Wells, A. S. (1989, December). ***Trends and issues in urban and minority education, 1989: Promoting the achievement of at-risk students*** (ERIC/CUE Trends and Issues Series No. 13). New York, NY: ERIC Clearinghouse on Urban Education.

This publication contains four brief monographs on aspects of teaching disadvantaged students and covers the topics of classroom structure, curriculum tracking, the role of expectations in fostering success, and effective middle school structuring to enhance holding power. References are included. sck (33 pages, $3.00)
ADDRESS: ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027, (212) 678-3433

Urban Youth's Critical Needs

Born, C. E. (1989, September). ***Our future and our only hope: A survey of city halls regarding children and families.*** Washington, DC: National League of Cities.

This report is based on a survey of nearly four hundred cities undertaken by the National League of Cities' (NLC) Project on Children and Families in Cities between November 1988 and February 1989 to develop a profile of the most pressing urban needs. This survey, done to map city hall interests, involvement, and needs in areas affecting urban families, is one component of the overall project.

Overall, education ranked third, behind child care and drug abuse prevention, as an area needing more attention. City officials said lack of money hampers their ability to tackle some of the most pressing problems.

The survey asked officials to rank the most urgent needs for children at different ages. Dropout prevention was the priority at ages fourteen through eighteen, with teen pregnancy and substance abuse also of major concern. However, only fifteen percent reported major involvement with dropout prevention, while forty percent had no program. Additionally, most reported that they were "unlikely" to address the issue. mcw (118 pages; $10.00 per copy to NLC members, $15.00 per copy to nonmembers)
ADDRESS: National League of Cities, Publications Sales, 1301 Pennsylvania Avenue, NW, Washington, DC 20004, (202) 626-3000

Alternative Model Program

DeLaSalle Education Center. (1990). ***A last-chance challenge! The DeLaSalle Model: An innovative and comprehensive model for educating at-risk students.*** Kansas City, MO: Author.

Included in this publication is a description of the DeLaSalle Education Model, a program for educating and training high school dropouts who are at risk because of behavioral problems, drug and alcohol addictions, teen pregnancies, or criminal involvement. The model, which is disseminated through the National Diffusion Network, has been successful in educating "last chance" and at-risk, inner city students. Key components of the model outlined in the document include intensive student evaluation, individual student/teacher contracts, counseling, support services, vocational and pre-employment training, and preparation skills for postsecondary education. General information is included about staff development and about financing, monitoring, and evaluating the model. Preparatory steps to replicate the model and the contact person's name, address, and phone number are provided. sck (17 pages)
ADDRESS: DeLaSalle Education Center, 3740 Forest, Kansas City, MO 64109, (816) 561-3312

Effective Strategies

Gruskin, S. J., Campbell, M. A., & Paulu, N. (1987, November). ***Dealing with dropouts: The urban superintendents' call to action*** (Stock No. 065-000-00321-0). Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.

Developed from the Office of Educational Research and Improvement Urban Superintendents Network's meetings and activities, this report highlights the critical problem of dropouts and offers the Network's recommendations for effectively dealing with the issue. Part 1 of the booklet discusses the dropout problem and presents the superintendents' action plan for a joint effort to keep more youngsters in school until graduation and to develop more productive citizens. Part 2 describes six strategies the superintendents believe hold promise for keeping at-risk students in school—not only in urban public schools, but in suburban and rural as well. Recommendations include intervening earlier to at-risk youngsters, creating a positive school climate to enhance learning, setting high expectations, selecting and developing strong teachers, providing a broad range of instructional programs, and initiating collaborative efforts to reduce the dropout rate. The superintendents also describe a range of policies and practices currently in place in their districts that illustrate each strategy. These examples are not all unique to the school district identified; some are replicated in other districts across the country.

References are also included, along with a list of contacts in each of the districts. sck (75 pages, $3.25)
ADDRESS: Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402-9325, (202) 783-3238

Effective Programs by School Types

Hill, P. T., Foster, G. E., & Gendler, T. (1990, August). ***High schools with character***. Santa Monica, CA: The RAND Corporation.

This study analyzes big-city high schools—how they function and how the education of the low-income minority youth in these high schools can be improved. It compares comprehensive (or zoned) high schools, special public magnet schools, and Catholic high schools and identifies school features that motivate low-income children to learn and to develop into mature adults. Finally, it suggests how these features can be made more broadly available to urban public high school students.

Of the eight New York schools studied in depth, two were specialty public schools focused on vocational education and academic programs; three were Catholic schools; two were standard public schools; and one was designed as a "last chance" for students who failed in regular education.

Section I describes the purpose and process of the study. Section II outlines the importance of improving urban secondary schools and describes the educational problems of inner-city high school students. The third section presents composite profiles of three kinds of schools that were studied—Catholic, special-purpose public, and zoned public—and examines student performance. The profiles provide the basic facts used in later analysis. Section IV analyzes the principal differences among the schools that were studied, highlighting critical similarities and differences in mission, organization, management of student life, curriculum, and instruction. It concludes with a set of summary statements about the features of Catholic and special-purpose public schools that set them apart from comprehensive public high schools and appear to make them particularly effective in serving students. The fifth section addresses two important questions: What evidence is available that states the identified features could be adapted or reproduced in comprehensive public schools, and what is the evidence that such features would improve student and school performance? The final section explores the implications of what was found and shows how school systems can create focus schools and assess their effectiveness for disadvantaged students.

(continued)

Although the findings apply directly to the improvement of New York City schools, the results may also pertain to high school improvements efforts in any major city intent on making secondary education more effective for inner-city youth. sck (100 pages, $7.50)
ADDRESS: The RAND Corporation, Publication Department, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138, (213) 393-0411

Resources for Vocational Preparation

Kallembach, S. C., Coyle-Williams, M., & Glaeser, M. (1990, September). ***Students at risk: Selected resources for vocational preparation*** (MDS-111). Berkeley: National Center for Research in Vocational Education, University of California at Berkeley, Technical Assistance for Special Populations Program.

The Technical Assistance for Special Populations Program (TASPP) designed this resource guide to assist state and local administrators of vocational special needs programs, special needs educators, counselors, researchers, and others serving students at risk of dropping out of school.

The guide offers its readers an array of resources on students at risk, including relevant publications; newsletters; agencies, associations, and organizations; centers for educational information/services; clearinghouses; computer-based information networks; and databases.

Materials listed in the guide are categorized by the following cluster headings of the common components of exemplary programs: program administration, curriculum and instruction, comprehensive support services, formalized articulation and communication, and occupational experience. General background literature and additional resources are also provided. This resource guide is not intended to be an exhaustive listing of all available resources, but, rather, materials are included which are representative of the field. For each entry, an annotation is provided along with the price and ordering information whenever possible. An address listing for ordering the publications is included in the appendix. sck (80 pages, $2.75 prepaid)
ADDRESS: National Center for Research in Vocational Education, Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455, (800) 637-7652

Orr, M. T. (1987). ***Keeping students in school.*** San Francisco, CA: Jossey-Bass.

This book is a resource on strategies that help schools, communities, and businesses address the dropout problem. Funded by a grant from the Carnegie Corporation of New York, it is based on case studies of successful programs and interviews with officials in fourteen urban areas. The author identifies the major causes of dropping out and provides guidelines for identifying segments of the at risk population that are underserved. She presents fourteen program summaries designed to serve the needs of potential dropouts, as well as those who have already left the educational system. Chapter Six discusses redirecting the dropout and preparing out-of-school youth for gainful employment. This chapter describes two nonschool programs designed to recruit and educate youth dropouts. Both offer basic-skills remediation, GED preparation, personal counseling and employment orientation. The appendix contains a list of contacts for dropout prevention programs and services. sck (237 pages, $24.95)

ADDRESS: Jossey-Bass, Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104, (415) 433-1767

Teen Parents

Dash, L. (1989). ***When children want children: The urban crisis of teenage childbearing.*** New York, NY: William Morrow.

This book represents the first-person, behind-the-scenes account of how the author lived for nearly eighteen months in one of the poorest ghettos of Washington, DC, so that he could break through the armor of distrust that teenage mothers and fathers had built around themselves and explain the real reasons why children want children. Using extensive dialogues from the teenagers themselves, the author carries the reader into the real world of the urban underclass, with its generational heritage as sharecroppers, to understand the lives, cultural values, motivations, and attitudes of poor black urban families. Existing educational and social services such as sex education in schools, school counseling, and health clinics are presented through the teenagers' experiences. The results present challenges to existing perceptions about why these children actually have children. This research has already changed the focus of many poverty programs in the private and government sectors, and presents challenges for America as we move into the twenty-first century. sck (270 pages; $15.00 WACSAP members, $20.00 nonmembers)
AVAILABLE FROM: Washington Alliance Concerned with School Age Parents (WACSAP), 2366 Eastlake Avenue, E., Suite 408, Seattle, WA 98102, (206) 323-3926

Selected Resources on Teen Parents

Kallembach, S. C., Coyle-Williams, M., & Glaeser, M. (1990, August). ***Teen parents: Selected resources for vocational preparation*** (MDS-110). Berkeley: National Center for Research in Vocational Education, University of California at Berkeley, Technical Assistance for Special Populations Program.

To help those individuals who provide vocational assistance to teen parents—state and local administrators, special needs educators, counselors, researchers, and others—the Technical Assistance for Special Populations Program (TASPP) has developed a resource guide with annotated listings of relevant publications; newsletters; agencies, associations, and organizations; centers for educational information/services; clearinghouses; computer-based information networks; and databases. (continued)

The guide contains information from both research and successful practice on an array of topics ranging from help in implementing the Family Support Act to guidelines for developing school completion strategies and successful employment strategies. Materials listed in the guide are categorized by the following cluster headings of the common components of exemplary programs: program administration, curriculum and instruction, comprehensive support services, formalized articulation and communication, and occupational experience. General background literature and additional resources are also provided. For each entry, an annotation is provided along with the price and ordering information whenever possible. An address listing for ordering the publications is included in the appendix. sck (54 pages, $2.25 prepaid)
ADDRESS: National Center for Research in Vocational Education, Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455, (800) 637-7652

Model Program

Olson, L. M., & Herr, T. (1989, February). ***Building opportunity for disadvantaged young families: The Project Match experience.*** Evanston, IL: Northwestern University, Center for Urban Affairs and Policy Research.

Project Match is an employment assistance demonstration program located in an impoverished inner-city community, the Cabrini-Green public housing projects and surrounding area in Chicago, Illinois. The purpose of the program is to develop and test ways to help disadvantaged women and men return to school, obtain vocational training, and find and keep jobs. This is the final report of a grant which served single adolescent parents funded by the Illinois State Board of Education and the Ounce of Prevention Fund—Building Opportunity for Teenage Single Parents. Project Match served as one of the model sites for this grant.

The purpose of the report is to share information about designing and implementing employment assistance interventions for single adolescent parents. The experiences of Project Match are used to discuss critical programming issues: What are the vocational and personal needs of adolescent parents that must be addressed? How can programs reach young parents' needs? How do we measure progress? What results can we expect? The appendix includes a detailed report about the development of Project Match program strategies through a case-study approach, presenting three, in-depth case histories. sck (65 pages, $4.00) (continued)

ADDRESS: Center for Urban Affairs and Policy Research, Northwestern University, 2040 Sheridan Road, Evanston, IL 60208-4100, (708) 491-3395

Effective Program

Riccio, J. A., & Council, D. L. (1985, September). ***The Teen Parent Collaboration: Strengthening services for teen mothers***. New York, NY: Manpower Demonstration Research Corporation.

This report evaluates the replication of Project Redirection, a program geared toward teen mothers, in conjunction with another demonstration project geared to young fathers. The parallel projects were jointly called the "Teen Parent Collaboration." The report describes the Project Redirection approach and research issues in the second demonstration. It concludes that the project can be adapted to existing school-based programs and that it can be offered in rural as well as urban communities. Also discussed are the recruitment and retention of teens and volunteers, participation rates as compared to the first demonstration, and the sites' prospects for public and private support. sck (12 pages, $2.50)
ADDRESS: Manpower Demonstration Research Corporation, Department of Publications, 3 Park Avenue, New York, NY 10016, (212) 532-3200

TRANSITION

Collaboration

Ascher, C. (1988, December). ***School-college collaborations: A strategy for helping low-income minorities*** (Urban Diversity Series No. 98). New York, NY: ERIC Clearinghouse on Urban Education, Teachers College, Columbia University.

Collaborations between schools and colleges are a recent way to help urban and minority disadvantaged students make the high school to college transition.

This monograph takes a sober look at the collaboratives that are currently operating around the country, and provides a thorough review of the growing body of literature evaluating the process. Recognizing that collaboratives can provide disadvantaged students with the bridge they need to get from high school to college, the monograph examines their structure and funding. Using the experiences of specific collaboratives, it describes the roles and activities of both public schools and colleges to help indicate which are most effective and efficient and to identify the pitfalls that can sabotage the partnership. The monograph is designed for policymakers and administrators interested in forming or joining a collaborative or simply learning more about the process. An extensive reference list is included. sck (34 pages, $8.00)
ADDRESS: ERIC Clearinghouse on Urban Education, Teachers College, Columbia University, Box 40, New York, NY 10027, (212) 678-3433

Model Program

Cave, G., & Quint, J. (1990, October). ***Career Beginnings impact evaluation: Findings from a program for disadvantaged high school students***. New York, NY: Manpower Demonstration Research Corporation.

The Career Beginnings program was initiated by the Commonwealth Fund to enhance the life options of urban high school students from low-income families. Launched in 1986, the program targets high school juniors with average academic performance and seeks to help them to enter college and upgrade their educational choices, as well as to help the non-college-bound find better jobs than they would otherwise obtain.

The underlying premise is that these students usually receive little help or support from their families or schools in completing the steps necessary to secure admission to college. Ongoing technical assistance and overall management of the program is provided by the Center for Human Resources at Brandeis University. This

final report presents findings on the services provided by the program and its short-term impacts. These findings reported that the program was successful in increasing the college attendance and raising the educational aspirations of young people who had access to the program. The findings thus speak to an issue of growing urgency—how to realize the educational potential of disadvantaged youth in order to secure their personal futures and the productivity of the nation's workforce.

While the program model allows considerable flexibility and variation, features common to all twenty-four sites include (1) a service delivery structure involving collaboration among a local college or university (which serves as the program sponsor), the public schools, and the business community; (2) jobs during the summer between the students' junior and senior years; (3) workshops and classes during that summer and during the senior year on such topics as taking college entrance examinations and applying for financial aid, along with such activities as college and career fairs; (4) counseling to help students make educational and career choices; and (5) adult mentors in the community, who serve as role models and actively assist youths in planning for the future.

This study suggests a number of key considerations for policymakers, program planners, and administrators concerning existing available services, program implementation, and the targeted population. sck ($12.00)
ADDRESS: Manpower Demonstration Research Corporation, Office of Publications, Three Park Avenue, New York, NY 10016, (212) 532-3200

Resources on Transition

Kallembach, S. C. (Comp.). (1989, January). ***Resources to facilitate the transition of learners with special needs from school to work or postsecondary education.*** Champaign: University of Illinois, National Center for Research in Vocational Education, Technical Assistance for Special Populations Program. (ERIC Document Reproduction Service No. ED 308 317)

This guide is intended to assist state and local administrators of vocational special needs programs, special needs teachers, counselors, and others interested in strengthening the transition of special needs learners to workplaces and continuing education programs.

Resources listed in the guide include handbooks, curriculum guides, and other materials produced by state departments, OSERS and state funded projects, organizations, and associations.

Journals, newsletters, annotated bibliographies, and directories addressing transition issues are included. Clearinghouses, state vocational and technical education curriculum centers, associations, organizations, education information services, and a list of toll-free numbers are also included.

Materials listed in the guide are categorized by the common components of transition: functional school curricula, integrated school services, interagency cooperation, cooperative planning, staff development, community-based instruction, parental involvement, employment, and support services. For each entry, an annotation is provided along with the price and ordering information whenever possible. sck (130 pages, $5.00)
ADDRESS: National Center for Research in Vocational Education, Materials Distribution Service Center, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455, (800) 637-7652

Minority Access and Achievement in Higher Education

Richardson, R. C., Jr., & Bender, L. W. (1987). ***Fostering minority access and achievement in higher education: The role of urban community colleges and universities.*** San Francisco, CA: Jossey-Bass.

The inner cities of America, their minority student populations, and their public community colleges and public universities are the focus of this book. Opportunities for higher education in America's cities have been substantially broadened and strengthened, but the core of the problem remains; too few Hispanics and blacks are enrolled in baccalaureate programs and fewer still complete the requirements for a degree. This problem is the central question addressed in this book. Intended for policymakers at the state, city, and institutional levels, this book will also provide administrators and faculty members in colleges and universities with insight into a problem many believe will be the most important issue facing higher education during the remainder of this century.

The first chapter explores the problem of minority under-representation in higher education today and relates it to the urban context. Chapter Two describes the barriers to cooperation between community colleges and universities and explores the implications of these differences for interinstitutional cooperation and student transfer.

Chapter Three describes the range of educational and student support practices found in urban community colleges and relates

these to strategies for overcoming barriers to successful transfer. Chapter Four explores the university policies and practices that contribute to or impede the progress of transfer students. In Chapter Five, discusses the states' role in improving minority education and distinguishes those variables institutions control from those imposed by the state educational system. Chapter Six presents community college students' perceptions of what they expect from higher education. How transfer students evaluate their educational experiences is summarized in Chapter Seven. Chapter Eight presents advice from college administrators on overcoming obstacles to transfer. Chapter Nine provides answers to the research questions that organized the authors' inquiries. The final chapter interprets the evidence presented in the earlier chapters in terms of its implications for institutional and state policy. sck
(244 pages, $27.95)
ADDRESS: Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104-1310, (415) 433-1767

SUPPORT SERVICES/PROGRAMS FOR ADULTS

Welfare-to-Work Programs (Urban and Rural)

Figueroa, J. R., & Silvanik, R. A. (1990). ***State welfare-to-work programs: Four case studies***. Washington, DC: National Governors' Association, Center for Policy Research.

This report, which describes the welfare-to-work programs in New York, Rhode Island, South Carolina, and Washington, constitutes the second phase of a study which aimed to broaden knowledge and examine the provision of educational services in state welfare-to-work programs. The four states included in the study were selected to reflect variations among economic conditions, geographical areas, program components, educational services, state funding levels, and Aid to Families with Dependent Children (AFDC) benefit payments. State welfare officials from each state were asked to select two local programs for inclusion in the site visits. These officials were asked to select a rural and an urban site and, to the extent possible, one local area that had been operating the program for sometime, and one that had recently begun operations. Each case study includes information on program administration, service delivery, program components, educational and other services, child support enforcement, and support services. Descriptions of program operations at two local sites are also provided for each state. ztb (72 pages, $15.00)
ADDRESS: National Governors' Association, Publications Office, 444 N. Capitol Street, Suite 250, Washington, DC 20001-1572, (202) 624-5300

Limited English Proficient Adults

Fleischman, H. L., & Willette, J. (1988, November). ***An analysis of vocational training needs and services for limited English proficient adults***. Arlington, VA: Development Associates, Inc.

This document brings together the major findings from a study of vocational training and other employment-related services for limited English proficient (LEP) adults and out-of-school youth. The study was part of the National Assessment of Vocational Education carried out within the U.S. Department of Education. Chapter I provides an introduction while Chapter II presents the estimates and projections of the LEP adult population in need of vocational education and related-employment services. A framework for describing models of vocational training and other employment-related services for LEP adults is described in Chapter III. Chapter IV presents the overall findings of the six case studies which were conducted to examine services and policies

concerning the provision of vocational services to LEP adults. Conclusions and a total of eighteen recommendations are presented in Chapter V. The major conclusions of this study are as follows: (1) the number of LEP adults who lack the skills to compete in the future U.S. labor market is increasing; (2) neither the federal nor state governments are adequately addressing this issue; and (3) the growing LEP adult population is impacting most heavily on selected urban areas and rural agricultural areas in certain parts of the country. sck (36 pages)
AVAILABLE FROM: ERIC Document Reproduction Service, Cincinnati Bell Information Systems Federal (CBIS/EDRS), 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852, (800) 443-ERIC

Job Training

Olson, L., Berg, L., & Conrad, A. (1990, July). ***High job turnover among the urban poor: The Project Match experience***. Evanston, IL: Northwestern University, Center for Urban Affairs and Policy Research.

Project Match is a research and service demonstration program to help participants return to school, obtain vocational training, and find and keep jobs. The program operates as an "urban laboratory" to develop, test, and articulate strategies to move long-term welfare recipients and those at risk of persistent poverty toward stable employment and economic self-sufficiency. This study looks at the experiences of participants in Project Match after they are placed in jobs.

The report is divided into two parts. The first part looks at the relationships between job loss and readily observed characteristics of workers and of jobs. The second part explores reasons people may have difficulty keeping jobs. Everyday problems in work life are described based on in-depth interviews with fifty-eight Project Match participants and their supervisors. General observations on the implications of job loss for the design of employment and training programs and welfare policies for disadvantaged families are included. ztb (53 pages)
ADDRESS: Center for Urban Affairs and Policy Research, Northwestern University, 2040 Sheridan Road, Evanston, IL 60208-4100, (708) 491-3395

Dislocated Workers

Podgursky, M. (1989). ***Job displacement and the rural worker***. Washington, DC: Economic Policy Institute.

The extent of permanent job loss in rural areas and the associated losses (particularly long periods of joblessness and the shift to lower paying jobs) are examined in this report. Using the Bureau

of Labor Statistics' Displaced Worker Survey (January, 1986), this report compares the post-displacement experience of workers in rural labor markets with those in small and large urban markets.

The findings suggest that the thin labor markets and adverse structural changes have placed displaced rural workers at a particular disadvantage. Proportionately, more rural workers lose their job and, following their job loss, experience a longer period without work. Moreover, compared to urban workers, the new jobs found by rural workers are likely to pay far less than did their previous jobs.

To the extent that these large economic losses reflect diminished earnings prospects in rural areas, the author contends that any policy response must be directed toward renewed earnings growth for rural employment. In addition, if dislocated worker adjustment is to be targeted to those in greatest need, then rural workers deserve special attention.

Background information on the Displaced Worker Survey, upon which this study was based, and a bibliography are included in this appendix. sck (20 pages, $8.00)
ADDRESS: Economic Policy Institute, 1730 Rhode Island Avenue, NW, Suite 812, Washington, DC 20036, (202) 775-8810

Community College Partnerships

Weidenthal, M. D. (1989). ***Who cares about the inner city? The community college response to urban America***. Washington, DC: American Association of Community and Junior Colleges.

Sponsored by the American Association of Community and Junior Colleges Commission on Urban Community Colleges, this report's findings and recommendations represent an effort to call to the nation's attention the creative and effective efforts of urban community colleges as they confront the challenges of economic and social change in the inner-cities of America. The author studied ten urban community colleges in order to report on the status of their involvement in community development and collaborative undertakings.

Examples of the urban community colleges' responses to the challenges highlighted in this report include partnerships with the community, minorities outreach activities, partnerships with schools and universities, and partnerships with business and industry. Conclusions and recommendations are included. sck (28 pages; $9.25 member, $11.25 nonmember) (continued)

ADDRESS: American Association of Community and Junior Colleges Publications, 80 S. Early Street, Alexandria, VA 22304, (703) 823-6966

Limited English Proficient Adults

Willette, J., Haub, C., & Tordella, S. (1988, October). ***Estimates and projections of the limited English proficient adult population in need of employment training.*** Arlington, VA: Development Associates.

The purpose of the study described in this report is to estimate the size of the LEP adult and out-of-school youth population in need of vocational education and related-employment services and to project the size of this population from the present to the year 2000. This effort was part of the National Assessment of Vocational Education being conducted by the U.S. Department of Education. Chapter I reviews the literature related to immigration and the economic assimilation of immigrants and language minorities. Chapter II describes the current LEP adult population and its needs for employment training. Projections of the LEP adult population are given in Chapter III. Estimates and projections of the LEP adult population in need of employment training to the year 2000 are presented in Chapter IV. sck (105 pages)
AVAILABLE FROM: ERIC Document Reproduction Service, Cincinnati Bell Information Systems Federal (CBIS/EDRS), 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852, (800) 443-ERIC

Job Training Model for Immigrant Women

Women's Bureau. (1985). ***Job training in food services for immigrant, entrant, and refugee women.*** Washington, DC: U.S. Department of Labor.

As part of its effort to address the needs of these populations, in 1982 the Bureau sponsored a small experimental project to assist Chinese immigrant and refugee women and to demonstrate techniques which could be transferred to programs for other ethnic groups in similar circumstances.

This program guide highlights this project which demonstrated techniques for addressing the dual need for functional English and marketable job skills. The Women's Bureau concluded that programs similar to its effort are effective ways to give immediate assistance to immigrants and to help them fit into the mainstream of American life. This program guide covers the basic steps to follow in organizing a similar program. The area of employment

concentration need not be food services, and the group to be assisted may be any of the immigrant populations in need of similar training. The Bureau offers this model for replication in other cities with large immigrant, entrant, and refugee populations as a step toward reducing some of the barriers they encounter. (29 pages, no charge)

ADDRESS: U.S. Department of Labor, Women's Bureau, 230 S. Dearborn Street, Room 1018, Chicago, IL 60604, (312) 353-6985

GENERAL LITERATURE

Demographics

Ascher, C. (1987, November). ***Trends and issues in urban and minority education, 1987*** (ERIC/CUE Trends and Issues Series No. 6). New York, NY: ERIC Clearinghouse on Urban Education. (ERIC Document Reproduction Service No. ED 287 972)

The density, ethnicity, and social class of populations in urban communities are among the most important changes taking place in our society. This paper presents a profile of urban students as reflected in the current literature and describes current programs and practices in urban schools. Topics include demographics of minority populations, including blacks, Hispanics, Asian/Pacific Americans, immigrants, dropouts, and pregnant teenagers; dropout prevention programs; special programs for diverse students; and science and math for minority and female students. mg (52 pages, $3.00)
ADDRESS: ERIC Clearinghouse on Urban Education, Teachers College, Columbia University, Institute for Urban and Minority Education, Main Hall, Room 300, Box 40, 525 W. 120th Street, New York, NY 10027-9998, (212) 678-3433

Trends and Issues Clarified

Ascher, C., Riehl, C., & Price, A. (1986, September). ***Trends and issues in urban education: A student-based perspective*** (ERIC/CUE Trends and Issues Series No. 5). New York, NY: ERIC Clearinghouse on Urban Education. (ERIC Document Reproduction Service No. ED 273 719)

Urban students constitute an increasingly important sector of the nation's educational system. The authors point out that while there are signs that the schools are educating these students better than was the case a decade ago, the special needs of many urban students are far from being met. At a most basic level is the assurance of such basic needs as housing, nutrition, and health care—all of which clearly affect schooling. Equity continues to be a major issue.

This paper provides a review of three related literatures on urban education: the demographic characteristics of the students and communities served by urban schools, some notable urban educational policies and practices, and issues and trends in equity research. mg (60 pages, $6.00)
ADDRESS: ERIC Clearinghouse on Urban Education, Teachers College, Columbia University, Institute for Urban and Minority Education, Main Hall, Room 300, Box 40, 525 W. 120th Street, New York, NY 10027-9998, (212) 678-3433

Immigrant Students

Carrera, Esq., J. W. (1989). ***Immigrant students: Their legal right of access to public schools: A guide for advocates and educators.*** Boston, MA: National Coalition of Advocates for Students, The Immigrant Student Program.

The manual addresses prohibited and recommended Plyler, the Supreme Court ruling on the right of access of immigrant children to public schools, and right of access practices for educators, advocates and school lawyers. The first section outlines prohibited and recommended everyday school practices. The second section addresses the Plyler right of access and the legal reasoning behind it. The role that parents and community members need to play to insure that schools abide by and respect the Plyler rights of immigrant students is also discussed in the third section. Included also are supplements pertaining to legal information affecting nonimmigrant students in the U.S. and regulations and policy statements which may serve as models for advocates in other school districts. (51 pages, $12.00)
ADDRESS: National Coalition of Advocates for Students, 100 Boylston Street, Suite 737, Boston, MA 02116, (617) 357-8507

Improving Teacher Working Conditions

Corcoran, T. B., Walker, L. J., & White, J. L. (1988). ***Working in urban schools.*** Washington, DC: Institute for Educational Leadership.

A basic concern for urban schools is the ability to attract and hold talented teachers. This Institute for Educational Leadership study, with funding from the Ford Foundation and with the cooperation of the Council of Great City Schools, set out to describe how urban schools with good and bad working conditions function as organizations and to describe what teachers' jobs look like in these schools. It also looked for differences that explain how and why the conditions vary.

Working conditions positively related to higher levels of teacher attendance, higher levels of discretionary effort, higher morale, and a greater sense of efficacy in the classroom included strong, supportive principal leadership; good physical working conditions; high levels of staff collegiality; high levels of teacher influence on school decisions; and high levels of teacher control over curriculum and instruction. Conversely, the worst sites—those with higher absenteeism, reduced levels of effort, less effectiveness in the classroom, low morale and reduced job satisfaction—were consistently characterized by inadequate staff and materials, low collegiality, low levels of teacher influence on school decisions, and low rewards.

The data suggest there are minimum conditions below which teacher morale and effort suffer and school conditions deteriorate. These minimums include tolerable school leadership, sufficient staff and materials to keep the school operating day to day, and adequate facilities. Under these conditions, teachers will cope with large classes, accept autocratic management, or tolerate isolation from their colleagues. However, to raise morale and effort levels, schools must have strong, visionary leadership, provide opportunities for collegial interaction, provide teachers influence over policy and some control over curricula, and have adequate and attractive work space. sck (160 pages, $12.00)
ADDRESS: Institute for Educational Leadership, Inc., Publications Department, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036, (202) 822-8405

Teacher Challenges

The Council of the Great City Schools. (1988, Fall). ***Teaching and leading in the Great City Schools.*** Washington, DC: Author.

The Council of the Great City Schools' response to the charge of educational reform in urban public school systems is represented in this report. The status of both the teacher and administrator profession in forty-five of the largest urban school districts in the United States is presented.

Focused around five major themes—attracting teachers, retaining teachers, enhancing the skills of teachers, preparing and retaining leaders, and helping teachers and leaders work together—the report presents a survey of the major challenges to urban teaching and leading and a summary of the Council's responses to the challenges. Also included in the report are descriptions of programs implemented in the Council's districts, common threads in the programs, and an extensive compendium of programs in member districts. sck (96 pages, $17.95 plus $2.50 for postage and handling)
ADDRESS: The Council of the Great City Schools, 1413 K Street, NW, Suite 400, Washington, DC 20005, (202) 371-0163

Immigrant Students

National Coalition of Advocates for Students. (1988). ***New voices: Immigrant students in U.S. public schools.*** Boston, MA: Author.

This report documents the encounter between the children of the great immigration wave of the 1970s-1980s and U.S. public schools. It identifies a host of problems which these students and the schools create for each other, and it offers recommendations for change in school policy and practice making public schools more

responsive to immigrant and LEP children's needs. (176 pages, single copy, prepaid price for schools libraries, and other institutions, $12.95; single copy, prepaid price for individuals, $9.95; add $2.00 per copy for postage and handling)
ADDRESS: National Coalition of Advocates for Students, 100 Boylston Street, Suite 737, Boston, MA 02116, (617) 357-8507

Demographics

National School Boards Association. (1989). ***A survey of public education in the nation's urban school districts***. Alexandria, VA: Author.

The school districts, which comprise the National School Boards Association Council of Urban Boards of Education, educate more than four million children in America's urban public schools. The school board members who establish education policies and the school administrators who implement these policies for the urban school systems are the focus of this triennial report.

The survey results of those school systems constituting the Council and a number of eligible participating systems are presented in this report. The results provide data designed to assist school leaders in meeting their responsibilities. Among other things, it specifically provides an in-depth review of school district finances, staffing, legal and legislative issues, special federal programs, and major issues impacting urban school systems. In addition, the report indicates some significant trends in public education.

Of special interest are statistical findings regarding the following issues: serving handicapped students, vocational education programs, adult education, career education, and Carl D. Perkins vocational education funding. sck (260 pages, $35.00 plus shipping and handling)
ADDRESS: National School Boards Association, Special Program Services Department, 1680 Duke Street, Alexandria, VA 22314, (703) 838-6722

Social Policy

U.S. General Accounting Office. (1990, September). ***The urban underclass: Disturbing problems demanding attention*** (GAO/HRD-90-52). Washington, DC: Author.

Concern has been mounting about the emergence of an "underclass" in the United States. While there is no universally accepted definition of the term, members of the underclass tend to experience persistent poverty, prolonged welfare dependency, more out-of-wedlock births, and high dropout rates. In addition, there is a greater likelihood that they will either become criminals or

victims of crime. Members of the underclass are to be found everywhere in the United States, although the term is commonly applied to people concentrated in urban neighborhoods who are predominantly black or Hispanic. "Poor white" is also a common description of members of the underclass. Some experts speculate that the underclass is growing. This study briefly describes the state of research on defining and measuring the underclass. The central goal of the General Accounting Office's (GAO) work, however, is to summarize what is known about policies and programs that might be useful in developing a strategy for responding to the problems of the underclass. GAO groups these policies and programs into the following three main groups: (1) those that address the persistent condition of poverty, whether by prenatal and pediatric care or by education and job opportunities; (2) those that emphasize social standards and try to confront problems such as drugs, welfare dependency, teen pregnancy, and gang violence; and (3) those that address urban spatial concentration via greater opportunities for people to leave depressed areas or urban development.

GAO concludes that the problems of the underclass require a multifaceted approach involving economic development, criminal justice, health, education, job training, social service, housing, and transportation programs. sck (no charge)
ADDRESS: U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877, (202) 275-6241

ADDITIONAL RESOURCES

Limited English Proficiency Resources

Kallembach, S. C., Coyle-Williams, M., & Glaeser, M. (1990, August). ***Students with limited English proficiency: Selected resources for vocational preparation*** (MDS-109). Berkeley: National Center for Research in Vocational Education, University of California at Berkeley, Technical Assistance for Special Populations Program.

The Technical Assistance for Special Populations Program (TASPP) developed this resource guide to assist state and local administrators of vocational special needs programs, special needs educators, counselors, researchers, and others serving students with limited English proficiency.

The guide is part annotated bibliography, part directory. It includes listings of relevant publications; newsletters; agencies, associations, and organizations; centers for educational information/services; clearinghouses; computer-based information networks; and databases.

Included are organizations that promote literacy instruction, basic academic remediation, job search skills instruction, instruction in coping skills, educational day care, and vocational skills. Some, like the National Council of La Raza, work to improve life for Hispanic Americans; other organizations are concerned with the teaching of English as a second language, support services to migrant workers, or the use of educational technology in bilingual programs.

Materials in the guide are grouped according to the cluster headings of the common components of exemplary programs: program administration, curriculum and instruction, comprehensive support services, formalized articulation and communication, and occupational experience. General background literature and additional resources are also provided. This resource guide is not intended to be an exhaustive listing of all available resources, but rather, materials are included which are representative of the field. For each entry, an annotation is provided along with the price and ordering information whenever possible. An address listing for ordering the publications is included in the appendix. sck (62 pages, $2.50 prepaid)
ADDRESS: National Center for Research in Vocational Education, Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455, (800) 637-7652

Equity

Plihal, J., Ernst, L., & Rehm, M. (1986). ***The practice of equity: Access to, treatment in, and outcomes of vocational education in the secondary school.*** St. Paul: University of Minnesota, Minnesota Research and Development Center for Vocational Education, Department of Vocational and Technical Education.

This study examined practices related to equity as they exist on a day-to-day basis in vocational education classrooms in Minnesota secondary schools. Fourteen vocational education classrooms located in eight public secondary schools in urban, suburban, and rural communities of Minnesota were the focus of data collection.

It was found that there are five overlapping groups of students who gain access to vocational education: (1) the middle- to low-academic ability students, (2) students who are not especially motivated to achieve in school, (3) students who have identified special interests in vocational areas, (4) students who have special needs, and (5) students who follow traditional gender-role definitions.

Another finding was that teachers varied their behaviors, instructional methods, and evaluation of students according to each student's educational needs and interests, not according to the student's ethnicity, race, or handicaps.

A final finding was that most students believe that vocational education courses will help them in whatever they will be doing one year after high school graduation. Teachers, counselors, and administrators believe vocational education helps students explore options, prepare for further education, and develop job-specific skills. sck

ADDRESS: University of Minnesota, Minnesota Research and Development Center for Vocational Education, Department of Vocational and Technical Education, R460 VoTech Building, 1954 Buford Avenue, St. Paul, MN 55108

NEWSLETTERS

Newsletters are a valuable resource for obtaining the latest information regarding research, resources, and promising practices and programs concerning relevant issues in vocational education programs in urban settings.

CenterWork
National Center for Research in Vocational Education (NCRVE)
University of California at Berkeley
1995 University Avenue, Suite 375
Berkeley, CA 94704
(800) 762-4093

This newsletter provides information about NCRVE's activities, research, products, and available technical assistance. sck (no charge)

EDUCATION DAILY
Joe McGavin, Executive Editor
Capitol Publications, Inc.
1101 King Street, P.O. Box 1453
Alexandria, VA 22313-2053
(703) 739-6444

Features in this newsletter include education policy, funding, legislative updates, and the latest resources. Published every business day, this newsletter covers education issues, including school administration, court cases and rulings, student aid proposals, vocational and adult education, Chapters 1 and 2 funding, education research appropriations, special education initiatives, workplace literacy programs, education reform, education leadership, and state initiatives on teacher retention. sck ($524/year)

ERIC Clearinghouse on Urban Education DIGEST
Wendy Schwartz, Editor
Institute for Urban and Minority Education
Box 40
Teachers College, Columbia University
New York, NY 10027
(212) 678-3433

This Digest draws together and summarizes key information on current educational issues. Occasionally a Digest is devoted to a single report or study that is of major importance. ztb (Single copies are available free of charge)

McREL Up-date
Bob Grossman, Editor
Mid-Continent Regional Educational Laboratory (McREL)
Colorado Office
2550 S. Parker Road, Suite 500
Aurora, CO 80014
(303) 337-0990

Serving McREL's constituency (Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming), this newsletter provides the latest research, resources, conference announcements, region activities, and Lab activities on topics including, but not limited to, special populations, rural and urban issues, education policy and trends, literacy, and sex equity. sck (Available free of charge to educators in the McREL region)

Northwest Report
Lee Sherman Caudell, Editor
Northwest Regional Educational Laboratory
101 S.W. Main Street, Suite 500
Portland, OR 97204
(503) 275-9500; FAX: (503) 275-9489

This newsletter serves as the Northwest Regional Educational Laboratory's vehicle for disseminating information on topical issues, research, resources, and effective programs. Each issue offers in-depth discussions on specific populations; topics or issues such as Indian Education, Pacific Education, rural and urban education, and policymaking; in addition to information on current research, resources, conferences, and meetings. ztb (no charge)

OERI Bulletin
Kay McKinney, Editor
U.S. Department of Education
Outreach Staff
555 New Jersey Avenue, NW
Washington, DC 20208-5570
(202) 219-1674

Published by the Office of Educational Research and Improvement (OERI), this bulletin

is designed to help keep recipients informed about what is happening in education. The latest information on education research, practice, statistics, and important events sponsored by OERI is released through this bulletin. sck (no charge)

Policy and Research Report
Susan Brown, Editor
The Urban Institute
2100 M Street, NW
Washington, DC 20037
(202) 833-7200

The Report, published several times a year, summarizes many of the activities and research of The Urban Institute. The Institute investigates the social and economic problems confronting the nation and government policies and programs designed to alleviate such problems. The publication includes thorough discussions of current concerns, information on recently completed research, new publications, and essays by Urban Institute analysts on issues of national importance. ztb (no charge)

Report on the Education of the Disadvantaged
Rosemary Enright, Editor
Business Publishers, Inc.
951 Pershing Drive
Silver Spring, MD 20910-4464
(301) 587-6300

This biweekly newsletter contains pertinent information on Chapter 1, Chapter 2, vocational education, and other federal programs for disadvantaged children. It includes information on subjects related to the education of at-risk children such as parent and community involvement, programs and methods, federal education measures, and staff and supply shortages. Other information includes reports on child nutrition, bilingual education coverage, stories on Head Start activities, coverage of major conferences and conventions, updates on special services for low-income students, alerts to important civil rights/desegregation news, and updates on the latest publications and reports in the field. sck ($236.54/year, plus first-class or air-mail postage)

TASPP BULLETIN
Zipura Burac, Editor
Technical Assistance for Special Populations Program (TASPP)
NCRVE
University of Illinois Office
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807

Published biannually, this newsletter focuses on serving learners with special needs in vocational education. Featured articles address current issues and topics, research, resources, legislation, conferences, and other information of interest to professionals involved in serving special needs students at the local, state, national, and international level. sck (no charge)

Urban Affairs
Mary France Gordon, Director
Urban and Rural Affairs Academic Programs
American Association of State Colleges and Universities (AASCU)
One Dupont Circle, Suite 700
Washington, DC 20036
(202) 293-7070

This newsletter highlights issues, activities, and information on the AASCU urban, regional, and other initiatives. ztb (no charge)

The Urban League News
Janet Dewart, Editor
National Urban League
500 E. 62nd Street
New York, NY 10021
(212) 310-9000

Published quarterly, this newsletter reports issues, activities, and information concerning the initiatives of the National Urban League. Also included are affiliate newsbriefs. sck (no charge)

Vocational Education WEEKLY
Dale Hudelson, Editor
American Vocational Association
1410 King Street
Alexandria, VA 22314
(703) 683-3111

Published forty-four times a year, this newsletter (formerly the *Legislative Brief*) provides regular updates on federal funding and the reauthorization of the Carl D. Perkins Vocational Education Act, state activities, insights into expanded opportunities for vocational education resulting from new legislation, reviews of new reports on education reform and workforce preparation, and other pertinent information concerning vocational education. Four Issue Papers a year on critical topics affecting the field are sent in addition to the *Weekly* subscription. sck ($125/year)

Vocational Training News
Lonnie Harp, Editor
Capitol Publications, Inc.
1101 King Street
Alexandria, VA 22314-2053
(703) 739-6444

This weekly newsletter provides timely, useful reports on the federal Job Training Partnership Act and the Carl D. Perkins Vocational Education Act. Other areas of coverage include illiteracy, private industry councils, youth subminimum wage, and state education and training initiatives. sck ($264/year)

JOURNALS

Journals are a valuable resource for obtaining the latest information regarding research, resources, and promising practices and programs concerning relevant issues in urban vocational education.

Education and Urban Society
Corwin Press, Inc.
P.O. Box 2526
Newbury Park, CA 91319
(805) 499-0721

Published quarterly (November, February, May, and August), this journal provides, through theme-organized issues prepared under guest editors, a forum for social scientific research on education as a social institution within urban environments, the politics of education, and educational institutions and processes as agents of social change. sck ($11.00, single copy; $34.00 individual, $90.00 institution)

KAPPAN
Phi Delta Kappa
Eighth Street & Union Avenue
P.O. Box 789
Bloomington, IN 47402-0789
(812) 339-1156

Published September through June, the *KAPPAN*'s articles, reviews, and news are concerned with educational research, service, and leadership, with an emphasis on issues, trends, and policy. sck ($30.00 individual, $3.50 single copy)

Urban Education
Corwin Press, Inc.
P.O. Box 2526
Newbury Park, CA 91319
(805) 499-0721

This journal, published quarterly (April, July, October, and January), exists to improve the quality of urban education by making the results of relevant empirical and scholarly inquiry from a variety of fields more widely available. sck ($11.00, single copy; $34.00 individual, $98.00 institution)

The Urban League Review
National Urban League
Research Department
500 E. 62nd Street
New York, NY 10021
(212) 310-9022

Research articles found in this policy research journal of the National Urban League published semiannually include the following: articles written with interdisciplinary appeal based on the socioeconomic issues of African-Americans, other minorities, and the poor; articles on or related to the making or changing of public policies as well as analyses and discussions of how these policies affect the lives of these populations; and articles, special reports, and other features related to sociological, psychological, and economic theories, policies, and practices. Recent journals covered the issues of black education and strategies for alleviating teenage pregnancy. sck ($8.00 single copy, $20.00 per year)

AGENCIES, ASSOCIATIONS, AND ORGANIZATIONS

The following agencies, associations, and organizations generally act as an information exchange to interested individuals concerned with educational issues in urban vocational programs. Technical assistance, professional support, publications, and other pertinent information is available from these groups.

Academy for Educational Development (AED)
Patrick Montesano, Senior Program Officer
100 Fifth Avenue
New York, NY 10011
(212) 243-1110

AED is an international, not-for-profit planning and consulting organization with offices in Washington, DC, and New York City. Founded to help U.S. educational institutions develop long-term educational, administrative, and financial plans, AED now works in eighty-three countries in education, communication and information development, telecommunications, health/nutrition, agriculture and population, cultural exchange, vocational and technical training, energy management, and the arts. The School and Community Services Division in New York City has a strong commitment to excellence and equity in education and to developing links between schools and community agencies that increase educational and development opportunities for at-risk youth across the United States. Staff and consultants have extensive experience working with large, urban school systems, community organizations, and foundations and other funding agencies on programs that address critical educational issues such as dropout prevention, adolescent pregnancy and parenting, literacy, and youth employment and training. sck

American Association of School Administrators (AASA)
Walter Turner, Associate Executive Director
1801 N. Moore Street
Arlington, VA 22209-9988
(703) 875-0734

AASA is a not-for-profit professional organization with nearly nineteen thousand members. The Association's members include superintendents of schools, other central office administrators, elementary and secondary school principals, college and university administrators, and professors of education. Members are actively involved in determining the directions of the association and participate on a variety of committees whose foci include the following: federal policy and legislation; small, rural, suburban, urban, and regional school districts; higher education; and minority and women affairs.

AASA produces *The School Administrator* monthly magazine, *Leadership News* newspaper, and numerous books and video programs on issues critical to the development and education of the nation's children and youth, as well as materials supporting leadership in education administration. The AASA Action Line is an

electronic communication service which provides information on pending legislation, important educational issues, and job availability. mcw

American Association of State Colleges and Universities (AASCU)
Allan W. Ostar, President
One Dupont Circle, Suite 700
Washington, DC 20036-1192
(202) 293-7070

The AASCU is an association of more than three hundred and seventy public colleges and universities, and over thirty state higher education systems, across the United States and in Puerto Rico, Guam, and the Virgin Islands. Its mission is "to further the cause of public higher education by acting as a resource for the continued advancement and development of state colleges and universities." The following four divisions within the Association address the needs and concerns of its members: Academic Programs, Educational Resources, Governmental Relations, and International Programs. To address emerging issues of high priority to members, the Association has established three new centers: the Center for Economic and Community Development, the Center for Educational Opportunity and Achievement, and the Center for State Higher Education Finance and Policy. The Center for Educational Opportunity and Achievement assists member institutions in providing more effective living and learning environments that will not only attract more minorities but will result in greater retention and achievement.

AASCU publishes a weekly newsletter, *MEMO: to the president*, which apprises members of Association, federal government, and member activities. It also publishes brochures, booklets, monographs, and books on a wide range of topics pertaining to public higher education. Catalogs are available on request. mcw

American Association of State Colleges and Universities, Academic Programs Division (AASCU)
Mary France Gordon
Director, Urban and Rural Affairs Academic Programs
One Dupont Circle, Suite 700
Washington, DC 20036
(202) 293-7070
FAX: (202) 296-5819

The Academic Programs Division of the American Association of State Colleges and Universities (AASCU) conducts the work of the Academic Affairs Resource Center (AARC), the Association's many committees and task forces, urban and rural affairs, continuing education, educational equity, and other academic activities. The Division coordinates the staff support for the activities of the many AASCU committees, task forces, and special groups, on such issues as accreditation, arts programs, educational equity, and professional development.

AARC serves the senior academic officers of AASCU institutions by helping them develop comprehensive approaches to critical issues facing their campuses. The Center is involved with such issues as planning for the future, faculty development, academic leadership, institutional management during financial crises, legal aspects of academic personnel management, and more. AARC publishes the *Center Associate* newsletter, which provides information about Center activities, and the *Futures Scan* newsletter, which features analyses of future trends for academic administrators. mcw

American Vocational Association (AVA)
Charles H. Buzzell, Executive Director
1410 King Street
Alexandria, VA 22314
(703) 683-3111

AVA is a national professional organization for teachers, supervisors, administrators, and others interested in the development and improvement of vocational, technical, and practical arts education. The organization publishes the *Vocational Education Journal* and

the *Update*, a newspaper for vocational educators. sck

American Vocational Association Special Needs Division (AVA/SND)
1410 King Street
Alexandria, VA 22314
(703) 683-3111

The general purposes of the AVA/SND are to (1) develop professional attitudes and standards among all personnel interested in or responsible for the development or operation of vocational programs for learners with special needs; (2) offer services to members of the SND which will provide, maintain, extend, and expand quality vocational programs and services to prepare learners with special needs for employment in all occupations; (3) help members of the SND keep informed about trends, plans, policies, and current happenings of the AVA and their implications for the development and welfare of vocational education programs and services; (4) act as a clearinghouse for the dissemination of new ideas, research, and other items which will aid in upgrading the vocational programs for learners with special needs; and (5) promote professional relationships with other agencies, organizations, and institutions concerned with learners with special needs. sck

Cities in Schools, Inc. (CIS)
William E. Milliken, President
1023 15th Street, NW, Suite 600
Washington, DC 20005
(202) 861-0230

Cities in Schools, Inc. (CIS) is a national non-partisan, non-profit organization devoted to dropout prevention. CIS creates public/private partnerships to bring existing public and private human resources and services into the schools, thus addressing the multiple needs (education, social, and economic) of at-risk youth. Currently, CIS operates in more than forty communities at more than one hundred and eighty educational sites throughout the United States. The *CIS Update* newsletter is available upon request. mcw

The Council of The Great City Schools
Samuel B. Husk, Executive Director
Jacquelin Dennis, Media and Public Information Manager
1413 K Street, NW, Suite 400
Washington, DC 20005
(202) 371-0163

The Council of The Great City Schools is a membership organization comprised of forty-five of the largest urban public school districts in the United States. Membership is open to urban public school systems which are located in cities with populations over two hundred and fifty thousand or enrollments over thirty-five thousand. The Council's purpose is to promote the improvement of education in the Great City Schools through research, legislation, advocacy, and special projects.

The Council promotes communications at several levels: among member school districts; between member districts and other school systems; and among members, legislators, and government officials who determine national educational policy direction. The Board of Directors has four standing committees which develop and review Council policies and programs in public advocacy, legislation, special projects, and research. A list of available publications is available upon request. mcw

Intercultural Development Research Association (IDRA)
Jose A. Cardenas
5835 Callaghan Road, Suite 350
San Antonio, TX 78228
(512) 684-8180

IDRA is a nonprofit research and public education organization dedicated to the principle that all children are entitled to an equal educational opportunity. Since 1973, IDRA has worked toward eliminating the obstacles that minority, economically disadvantaged, and limited English proficient students encounter in schools. IDRA works to promote educational success for students by its involvement in the areas of research, curriculum and materials development, training and technical assistance, and information dissemination. *IDRA* is the organization's newsletter.

National Association of Vocational Education Special Needs Personnel (NAVESNP)
Sandra Cassity, President
Kansas City School District
Gillham Plaza Building
301 E. Armour Boulevard, Suite 600
Kansas City, MO 64111
(816) 968-4919

NAVESNP is an association of individuals who are involved in vocational special needs education. Members serve handicapped, disadvantaged and limited-English proficient individuals. NAVESNP was organized with the following objectives: (1) to serve as a unifying association for all personnel in the United States interested in or responsible for the development or operation of vocational education programs for learners with special needs; (2) to unite related state and regional units and other organizations dedicated to vocational education special needs into a national professional organization; (3) to promote and maintain active leadership in vocational, career and occupational education; and (4) to provide service to members of the association. Publications include *The Journal for Vocational Special Needs Education* and three *Newsnotes* newsletters. sck

National Council of La Raza
Raul Yzaguirre, President
810 First Street, Suite 300
Washington, DC 20002
(202) 289-1380

The Council exists to improve life opportunities for Americans of Hispanic descent. It serves as an advocate for Hispanic Americans and as a national umbrella organization for over one hundred formal affiliates, community-based groups which serve thirty-two states, Puerto Rico, and the District of Columbia, and for other local Hispanic organizations nationwide. The Council works extensively in coalitions with other Hispanic, minority, and mainstream organizations, both on specific issues such as education or housing and on broader-scope efforts. Current policy analysis priorities of the Center include education, language issues, immigration, employment and training, civil rights enforcement, and housing and community development. In addition, special projects address AIDS, Hispanic business ownership, the Hispanic elderly, and teenage pregnancy. Publications include the *La Raza Education Network News* and *Agenda* newsletters. sck

National Governors' Association (NGA)
Raymond C. Scheppach, Executive Director
444 N. Capitol Street
Washington, DC 20001-1572
(202) 624-5330

Representing the governors of the fifty states, the commonwealths of the Northern Mariana Islands and Puerto Rico, and the territories of American Samoa, Guam, and the Virgin Islands, NGA's missions are to influence the shaping and implementation of national policy and to apply creative leadership to the solution of state problems. NGA's operations are supported by member jurisdictions, and its policies and programs are formulated by the governors. Throughout the year, NGA's staff represents the governors' position in Congress, the administration, and the press; coordinates governors' testimony and other communication with the Congress and the administration on NGA positions; provides the governors with information on federal programs and policies; conducts research; and serves as a means of sharing innovative programs and emerging issues among the states.

The Association has seven standing committees on major issues: Agriculture and Rural Development; Economic Development and Technological Innovation; Energy and Environment; Human Resources; International Trade and Foreign Relations; Justice and Public Safety; and Transportation, Commerce, and Communications. Policy fields of interest to NGA include agriculture, economic development, education, environment, health, social services, training and employment, trade, and transportation. sck

National Urban League
John E. Jacob, President and CEO
Stephanie Robinson, Director of Education
500 E. 62nd Street
New York, NY 10021
(212) 310-9000

The National Urban League, which pursues its goals through direct services, research, and advocacy, is the premier human service and civil rights organization in America. It is a nonprofit service and advocacy organization promoting equal opportunity for African Americans, other minorities, and the poor. The League works to eliminate institutional racism and to provide direct service to minorities in the areas of employment, housing, education, social welfare, health, family planning, mental retardation, law and consumer affairs, youth and student affairs, labor affairs, veterans' affairs, and community and minority business development. While the League continues to provide assistance in traditional areas of concern such as education, employment and training, housing, and health and social welfare, it has been a leader in new areas as well—teen pregnancy, single female-headed households, political empowerment, and crime in the black community.

The League has sought to emphasize greater reliance on the unique resources and strengths of the African-American community to find solutions to its own problems. Their approach has been to utilize fully the tools of advocacy, research, bridge building, and service delivery, resulting in an organization with strong roots in the community. Their publications include *The Urban League News* newsletter and the *Urban League Review*. sck

The Urban Institute
Susan Brown, Director of Public Affairs
2100 M Street, NW
Washington, DC 20037
(202) 833-7200
(202) 857-8702 Public Affairs

The Urban Institute is a nonprofit policy and research organization which investigates social and economic problems confronting the nation and assesses government policies and programs designed to alleviate them. Originally focusing on urban problems, the Institute's research agenda has widened to include the study of national issues that reflect, respond to, and at times anticipate the changing needs of our society. The Institute seeks to sharpen thinking about society's problems and efforts to solve them, improve government decisions and their implementation, and increase citizens' awareness about important public choices. Areas of research which are reflected in their publications include education, job training for teenagers, teen parenthood, immigration, and demographics. sck

CENTERS FOR EDUCATIONAL INFORMATION/SERVICES

The centers and/or offices listed herein provide a variety of information, resources, and referral services concerning issues relating to vocational education in urban settings.

ACCESS ERIC
Department CCE
1600 Research Boulevard
Rockville, MD 20850
(800) USE-ERIC

ACCESS ERIC acts as a gateway to ERIC, the Educational Resources Information Center. As the outreach component of the ERIC system, ACCESS ERIC promotes ERIC services and products and acts as a referral service between the ERIC system and its users. This service, available toll free, helps keep education practitioners, librarians, policymakers, researchers, and students informed of information offered by ERIC and other education information service providers. ACCESS ERIC staff answers questions, refers callers to subject-specific information sources, and provides ERIC System publications. In addition, ACCESS ERIC is developing special database files available to the public. As a subscriber to this service, direct on-line access will be made available to data found in the following directories: ERIC Information

Service Providers, Education-Related Information Centers, ERIC Conference Calendar, and ERIC Training Opportunities and Products. sck

American Immigration Institute (AII)
Stephen Moore
1625 K Street, N.W., Suite 380
Washington, DC 20006
(202) 966-7340

The American Immigration Institute studies and promotes immigration to the United States. The Institute publishes studies and reports on the benefits of immigration. sck

Appalachia Educational Laboratory (AEL)
Terry L. Eidell, Executive Director
1031 Quarrier Street
P.O. Box 1348
Charleston, WV 25325
(304) 347-0400 local
(800) 344-6646 in WV
(800) 624-9120 outside WV

This lab is one of nine regional educational laboratories established by the Office of Educational Research and Improvement, U.S. Department of Education, to focus on school improvement throughout the United States. The labs conduct applied research, development, and technical assistance for educators, parents, and decisionmakers. The Appalachia Educational Laboratory (AEL) serves as the regional educational laboratory for Kentucky, Tennessee, Virginia, and West Virginia.

To address the goals toward the improvement of professional quality, curriculum and instruction, community support, and equal educational access for all students, the Lab operates the following seven projects: (1) the Classroom Instruction program (teachers), (2) the School Governance and Administration program (school administrators and school board members), (3) the Professional Preparation and Research program (colleges for teacher education), (4) the Policy and Planning Center (state-level policymakers), (5) the School Services Center (direct services to educators), (6) the Regional Liaison Center (underrepresented groups), and (7) the Rural, Small Schools Program (rural citizens and educators).

Under the Regional Liaison Center, the concerns, interests, and special needs of underrepresented groups are assessed and addressed in the Lab's programs and activities. AEL and two other regional educational labs jointly operate the Urban Education Network, devoted to improving education in urban schools.

The Rural, Small Schools program exists to involve rural educators and citizens in the Lab's work; to provide information about practices that hold promise for rural schools; and to demonstrate how school staff and citizens in rural communities can work together to study problems, plan solutions, and make needed and desired changes. AEL publishes the *The Link* newsletter. A publications catalog is available upon request. sck

Center for Urban Affairs and Policy Research
Audrey Chambers, Director of Publications
Northwestern University
2040 Sheridan Road
Evanston, IL 60208-4100
(708) 491-8712
(708) 491-3395

The mission of the Center for Urban Affairs and Policy Research is to stimulate and support excellent interdisciplinary research on significant urban and policy issues. This research should contribute to a deeper understanding of the urban and policy issues and to improving the quality of human life. Through the research and other activities of its faculty, the Center seeks to serve the Northwestern University and society.

Center faculty and students participate in multidisciplinary research projects, as well as formal and informal seminars, workshops, and retreats. Research falls broadly into five areas of concentration: social welfare policy; community and neighborhood policy; law, crime, and social policy; information policy and governance; and urban and regional economic development policy. A list of publications is available. sck

Center for Urban Studies (CUS)
Melissa Faulkner, Communications Director
Wayne State University
656 W. Kirby
Detroit, MI 98202
(313) 577-8994

The Center for Urban Studies (CUS) provides Wayne State University with a central organization whose focus is to investigate contemporary urban issues. Its major functions include (1) facilitating and conducting research, (2) acting as a resource and technical assistance center, and (3) initiating and developing demonstration models in urban settings. CUS encourages faculty participation from those academic disciplines pertinent to urban issues. Hence, CUS is unique to traditional academic structures in that is provides an interdisciplinary approach where appropriate.

CUS is comprised of the following seven areas: the City/University Consortium, the Economic Development Center, the Michigan Metropolitan Information Center, Survey & Evaluation Services, the Technology Transfer Center, Urban Families Program, and the Urban Transportation Institute. sck

Consortium on Employment Communication (CEC)
Center for Career Studies, IE2-117
CSULB - 1250 Bellflower Boulevard
Long Beach, CA 90840-5501
(213) 985-4680

CEC is designed to provide information, resources, materials, and staff development for individuals and agencies that deal with language minority adults. They are especially concerned with helping to link immigrants with the workplace. Recently, they have placed special emphasis on issues and concerns related to education and services for amnesty applicants, adults who are becoming legal residents of the U.S. under the 1986 Immigration Reform and Control Act (IRCA). CEC also acts as a liaison between educational providers, state education agencies, and the IRCA. In addition, CEC provides up-to-date information, materials, strategies for helping workers gain legal status, and concept papers that discuss the sociopolitical concerns that surround the educational requirements of IRCA, present information related to these issues at conferences, and provide staff development and teacher education workshops for various agencies. sck

IBM Job Training Centers
International Business Machines Corporation
IBM United States
Kathleen A. Ryan, Staff Communications Specialist
2000 Purchase Street
Purchase, NY 10577-2597
(914) 697-6578

Sponsored by IBM, the Job Training Centers are located in urban areas with high unemployment. The programs are designed for economically disadvantaged individuals who cannot afford commercially available training. The Centers are operated in cooperation with nonprofit community-based organizations such as the National Urban League, Opportunities Industrialization Centers, SER-Jobs for Progress, and local businesses. Although training is offered primarily in word processing, some Centers also offer additional courses such as programming, computer operations, data entry, terminal or personal computer operations, and clerk typing.

Through its Basic Skills/Literacy Support Program, IBM supports basic skills and literacy development at the Centers. Disadvantaged persons who do not have the skills to enroll in job training are served through a comprehensive education system, designed to provide training from basic literacy to skills necessary for a high school equivalency diploma.

IBM provides equipment, maintenance, software, equipment-related supplies, and all classroom materials as needed. There is no tuition charge. To learn more about this service or the location of the more than ninety-five Job Training Centers IBM has in place, contact Kathleen Ryan. sck

Mid-Continent Regional Educational Laboratory (McREL)
C. Larry Hutchins, Executive Director
Colorado Office
2550 S. Parker Road, Suite 500
Aurora, CO 80014
(303) 337-0990

This lab is one of nine regional educational laboratories established by the Office of Educational Research and Improvement, U.S. Department of Education, to focus on school improvement throughout the United States. The labs conduct applied research, development, and technical assistance for educators, parents, and decisionmakers. McREL serves as the regional educational laboratory for Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming.

The mission of McREL is to create a community of interest among those individuals and organizations interested in learning how to help schools meet the needs of an ever changing society. The key strategy the Lab uses is to identify and encourage the use of knowledge that improves education. Lab activities include the dissemination of policy information, product development, networking, training, and technical assistance.

Examples of activities include studies of special populations (e.g., urban dropouts, students in small schools, and Indian and Hispanic youth) to identify potential educational problems; networks of people with common interests in urban schools, equity, and higher education; a state policy and trends database which provides basic information on education issues; and strategies for improving services to small, rural schools. McREL's Equity Center works to increase access to quality education for all students and disseminates information to increase awareness of equity issues and identify successful programs for reducing bias and stereotyping. Acting as a clearinghouse, the Equity Center links a computerized database on twenty major equity issues to potential users.

Publications include the *McREL Update* newsletter; *Noteworthy*, an annual magazine; *Heartland*, the newsletter of McREL's Equity Center; and *Policy Notes*, a bi-monthly summary of issues relevant to educational policymakers. sck

National League of Cities (NLC)
1301 Pennsylvania Avenue, NW
Washington, DC 20004
(202) 626-3000

The NLC was established in 1924 by and for reform-minded state municipal leagues. It now represents forty-nine leagues and more than fourteen hundred cities directly and, through the membership of the state municipal leagues, more than sixteen thousand cities indirectly.

NLC serves as an advocate for its members in Washington in the legislative, administrative, and judicial processes that affect them; develops and pursues a national urban policy that meets the present and future needs of our nation's cities and the people who live in them; offers training, technical assistance, and information to municipal officials to help them improve the quality of local government in our urban nation; and undertakes research and analysis on topics and issues of importance to the nation's cities. sck

Program for Disadvantaged Youth
Hayes Mizell, Director
Edna McConnell Clark Foundation
250 Park Avenue, Suite 900
New York, NY 10017
(212) 986-7050

The focus of the Program for Disadvantaged Youth, an initiative of the Edna McConnell Clark Foundation, is to encourage selected urban school districts to develop and provide an education of high expectations, high content, and high support for disadvantaged young adolescents. The program supports initiatives that are likely to result in systemic changes necessary to improve the education of large numbers of disadvantaged youth between the time they leave the fifth grade and enter the tenth grade. As a result of a nine-month grants competition in June, 1989, the Board made major

two-year grants to five urban school systems: Baltimore, Milwaukee, Louisville, San Diego and Oakland. These cities will be the primary focus of attention and resources for the immediate future. In addition, the Edna McConnell Clark Foundation has made a grant to the Association for Supervision and Curriculum Development to organize and operate a network of urban school systems that want to provide a more challenging middle grades education to disadvantaged youth. sck

Southern Regional Council
Deloris Pringle, Director of Dropout Prevention
60 Walton Street, NW
Atlanta, GA 30303
(404) 522-8764

Since 1986, the Southern Regional Council of Atlanta has been working with six southern cities on dropout prevention and related youth problems. The Council provides technical assistance to these cities on behalf of the Ford Foundation. The initiative, designed after the Ford Foundation's strategy intended to develop school-community collaboratives, involves the six cities of Atlanta, Georgia; Baton Rouge, Louisiana; Columbia, South Carolina; Little Rock, Arkansas; Memphis, Tennessee; and Savannah, Georgia.

The collaboratives are made up of leaders from the school system, businesses, community-based organizations, religious groups, government, social agencies, and parents. Each collaborative has developed comprehensive dropout plans for their city. sck

Urban Educational Research Center (UERC)
Duvon Winborne, Director
Gwen Rease, Administrative Assistant
Cleveland State University
College of Education
Euclid Avenue at E. 24th Street
Cleveland, OH 44115
(216) 687-9343

Established in 1988, the UERC is engaged in research, program development, and the promotion of effective educational practice in urban settings. The Center's primary objective is to collaborate with the academic, business, and governmental communities to advance its knowledge of teaching and learning in urban schools. This objective is accomplished through basic and applied research and by contributing to policy development on urban education issues in the United States and abroad. UERC promotes a multidisciplinary approach to investigating those factors that have contributed to both the successes and failures of urban education. Research areas of particular interest at the Center include achievement, motivational factors, life-span development, school management, school economics, teacher-related issues, instructional strategies, educational policy, psychosocial factors, and nutritional factors.

Opportunities for collaboration with UERC are offered at individual and institutional levels. The Center's newsletter, *Urban Educational Research*, is available upon request. sck

CLEARINGHOUSES

The following clearinghouses provide specialized information and technical assistance to teachers, administrators, counselors, policymakers, parents, students, and others interested in the issues of urban vocational education programs. Available services may include information responses by letter, telephone, or electronic interaction; access to a computer-based information network; individualized computer searches; specialized projects; conference presentations; and telephone consultations. Publications may include newsletters, bibliographies, monographs, journal columns and articles, fact sheets and resource papers, resource directories, and referral lists.

ACCESS

National Committee for Citizens in Education
The Information Clearinghouse About Public Schools
10840 Little Patuxent Parkway, Suite 301
Columbia, MD 21044
(301) 997-9300
(800) NET-WORK

ACCESS provides computerized information on a wide range of topics on public education to parents and citizens who wish to become involved in efforts to improve their public schools. Housed by the National Committee for Citizens in Education, ACCESS is made possible through a grant from the MacArthur Foundation. Information from searches includes summaries of books, reports, studies, and articles; legal information on federal legislation, state statutes, court rulings, and organizations—national, state, and local. Resources and printouts are available on a variety of topics, including single parents, effective schools through school-based improvement, college opportunities for learning disabled students, dropouts, education for disadvantaged children (Chapter 1), and education block grants (Chapter 2). A new service available to counselors, parents, and students provides information on career and college opportunities, including financial aid information. sck.

Clearinghouse on Adult Education and Literacy

Tammy Olinger, Education Program Specialist
400 Maryland Avenue, SW
Washington, DC 20202-7240
(202) 732-2396

Sponsored by the U.S. Department of Education, Office of Vocational and Adult Education, Division of Adult Education and Literacy, this clearinghouse links the adult education community with existing resources in adult education, and it provides information which either deals directly with state-administered adult education programs funded under the Adult Education Act (P.L.100-297) or provides support to adult education activities. The Clearinghouse responds to requests for information, provides referral services, issues publications, and functions as a "broker" of information services by referring inquiries to appropriate information sources. Publications available at no or little cost include the Adult Education Act and Regulations, fact sheets on adult education, directories on various programs and resources, a catalog of nationally validated adult education programs, literacy materials, papers on selected adult education subjects, the *Bibliography of Resource Materials*, and *Special Answers for Special Needs (A Guide to Available 353 Resources)*. sck

ERIC Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE)

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The ERIC Clearinghouse provides comprehensive information services in adult and continuing education; career education, childhood through adult; and vocational and technical education. Publications include in-depth reviews,

Digests that summarize information on selected topics, *Trends and Issues Alerts* that provide information on emerging trends and issues, and *Practice Application Briefs* that are based on research findings. Services include computer searches and referrals. sck

ERIC Clearinghouse on Urban Education (ERIC/CUE)
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ERIC/CUE collects and disseminates published and unpublished materials for a wide audience of educators, researchers, and professionals in a range of disciplines, and interested members of the general public. The Clearinghouse's areas of concern include the education of urban minority youth, grades three through college, especially Blacks, Asian Americans, and Hispanic Americans; urban schooling; ethnic discrimination; school desegregation; the relation between urban and minority life and school performance; and urban and minority social institutions and services as they relate to education. Publications available from ERIC/CUE include *Urban Diversity Series*, *Trends and Issues Series*, *ERIC Digests*, and *Urban Schools Bibliographies*. sck

National Clearinghouse on Literacy Education (NCLE)
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Washington, DC 20037
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NCLE is operated by the Center for Applied Linguistics as an adjunct to the ERIC Clearinghouse on Languages and Linguistics. Its mission is to serve providers of educational services as a national resource center for information, materials, and technical assistance on literacy education for adults with limited English proficiency (LEP) and out-of-school youth. It serves community-based organizations; private voluntary agencies; federal, state, and local education agencies; businesses; unions; correctional institutions; libraries; and many other groups involved in literacy education for this population. NCLE also links the diverse public and private institutions, agencies, and community groups concerned with literacy issues for groups with limited English proficiency. Two important aspects of NCLE's mission include (1) the establishment of the Literacy Education Referral Network (LERN) for educators working with adult LEP populations and (2) a database of documents related to literacy education for LEP adults, accessible to educational service providers.

One of the first-year products (1990) of the new Clearinghouse will be a *Directory of Literacy Programs* in the United States serving LEP adults and out-of-school youth. Other new publications will address approaches to teaching literacy to LEP adults, literacy programs for LEP out-of-school youth, vocational literacy programs for LEP adults and out-of-school youth, workplace literacy for LEP adults, reaching and keeping students in adult literacy programs, cultural considerations in teaching literacy to LEP adults, training literacy volunteers and tutors, and the role of first language literacy in the acquisition of second language literacy. sck

National Dropout Prevention Center (NDPC)
Jay Smink, Executive Director
Clemson University
Clemson, SC 29634-5111
(803) 656-2599
(800) 868-3475 (in SC)
(800) 443-6392

The NDPC serves as a repository and clearinghouse of information for groups and individuals concerned with dropout prevention. To address this crisis, the NDPC seeks to significantly reduce the dropout rate in American schools by helping to develop public-private

partnerships between schools, business, and communities. The Center publishes the quarterly *National Dropout Prevention Newsletter*; *A Series of Solutions and Strategies* serial; various other publications on such topics as dropout rates, mentoring, and identification; and handbooks for students and principals. The Center also maintains the FOCUS database, a collection of databases focused on dropout prevention. sck

COMPUTER-BASED INFORMATION NETWORKS

Computer-based information networks provide instantaneous on-line communication and database services. These networks are an efficient method of communicating with other school districts, agencies, clearinghouses, and institutions of higher education and keeping abreast of the latest legislation, programs, funding, resources, and other pertinent information concerning relevant issues in education.

ADVOCNET
David Carlson, Administrative Assistant
NCRVE
1995 University Avenue, Suite 375
Berkeley, CA 94704-1058
(415) 642-3798
(800) 762-4093

The NCRVE, University of California at Berkeley, manages ADVOCNET, a national electronic mail system linking adult, vocational, and technical educators, administrators, and others. The service features message exchanges, bulletin boards, and teleconferencing. The network informs the vocational community about conferences, meetings, workshops, new products, and other information of special interest.

ADVOCNET provides access to people and information throughout the nation in a variety of ways which include communicating with other users effectively; sending messages to many users at once by using mail distribution lists; composing messages on your personal computer and uploading them, or composing messages on-line; sending data files or formatted documents, even spreadsheets and word processing documents, to other users; accessing news and information services and on-line database services, including VECM, RIVE, and ERIC; and posting and reading ADVOCNEWS bulletin board items on a variety of subjects. ADVOCNEWS is an electronic bulletin board for the exclusive use of ADVOCNET members. Announcements and requests can be posted in many categories, including meetings, jobs, special needs, new products, legislation, and requests.

All that is needed to access ADVOCNET is a personal computer or terminal, modem, phone line, and subscription through BT Tymnet, the vendor. Technical assistance is available toll free from NCRVE and from BT Tymnet. On-line help, an interactive on-line tutorial, and printed documentation is also available to users. For further information about ADVOCNET, contact David Carlson at NCRVE using the above address. For subscription information, contact BT Tymnet, 6120 Executive Boulevard, Suite 500, Rockville, MD 20852, (301) 881-9020. sck

SpecialNet
GTE Education Services, Inc.
Subscription Services
8505 Freeport Parkway, Suite 600
Irving, TX 75063
(800) 468-8550

The largest computer-based information network for education professionals, SpecialNet consists of three parts: electronic mail, bulletin boards, and databases. It provides quick and easy communication from classroom teachers to administrators in county, state, and federal offices of education. More than forty national bulletin boards, including Assessment, Litigation, Rural, Special education needs, and Transition, are available along with over fifty active state

bulletin boards. SpecialNet's databases consist of several types, including specialized databases such as Program Evaluation and topical databases which include archived information taken from many SpecialNet bulletin boards and stored so users can locate information on a specific topic. SpecialNet is available twenty-four hours a day, seven days a week, through virtually any telephone in the United States and Canada, as well as seventy additional countries worldwide. sck

DATABASES

Databases provide a wealth of pertinent information regarding special needs populations to interested parties.

ERIC
U.S. Department of Education
Office of Educational Research and Improvement (OERI)
555 New Jersey Avenue, NW
Washington, DC 20208-5720
(202) 357-6289
(800) USE-ERIC
FAX: (202) 357-6859

The Educational Resources Information Center (ERIC), sponsored by the OERI, U.S. Department of Education, is designed to provide users with ready access to primarily the English language literature dealing with education. It does so through a variety of products and services that include databases, abstract journals, microfiche, computer searches, document reproduction, and analyses and syntheses. ERIC maintains the world's largest education database that covers all aspects of education and is accessible in most university, state, and large city libraries in at least one of three formats: (1) manual indexes, (2) an on-line service, and (3) CD-ROM. sck

Research in Vocational Education (RIVE)
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(800) 762-4093
(ADVOCNET) AVO001

RIVE is a specialized database covering ongoing and recently completed projects in the field of vocational education. It also indexes the products and reports resulting from those projects. Special emphasis is given to the research, personnel development, and curriculum development activities funded under the Carl D. Perkins Vocational and Applied Technology Education Act.

Researchers may avoid duplication of effort by searching RIVE before applying for federal or state funds. RIVE may be used to study trends in funding such as amount or duration of study. It may also be of use to professionals in the field of vocational education for identifying new developments and projects.

RIVE includes descriptive abstracts of most project proposals. Projects in all fields of vocational education are covered, including adult education, basic skills education, bilingual vocational education, curriculum development, gifted and talented programs, job placement, personnel development, and rural education.

The database is available through BRS Information Technologies. Many larger libraries as well as the National Network for Curriculum Coordination in Vocational and Technical Education (which maintains the state vocational and technical education curriculum centers) subscribe to BRS and conduct searches on request. The NCRVE also conducts searches for clients. NCRVE works with state program improvement officers and the federal Office of Vocational and Adult Education to maintain the content of the database. BRS and NCRVE also provide technical support to database users. For further information about RIVE, contact David

Carlson at NCRVE's address. For subscription information, contact BRS Information Technologies, Inc., 8000 Westpark Drive, McLean, VA 22102, (800) 289-4277. sck

TASPP Computerized Information Base
NCRVE
Technical Assistance for Special Populations Program
University of Illinois
Sheri C. Kallembach, Manager
Department of Vocational and Technical Education
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807

TASPP has designed a computerized information base exclusively for practitioners, researchers, and policymakers regarding vocational education programs for special needs populations. Custom designed information searches are made available at no charge on topics such as transition, at-risk youth and adults, limited English proficient students and immigrants, teen pregnancy, rural and urban education, and integrating vocational education and the academics.

Entries contained in the base include the following: reference materials, including the most recent research reports, monographs, state reports, organizational initiatives, program development manuals, journals, and newsletters; organizations, associations, and agencies; centers for educational information/services including curriculum centers, clearinghouses, computer based-information networks, and databases; names and addresses of contact persons in state and national agencies, associations, and organizations; and exemplary programs/practices identified by TASPP staff.

This computerized information base is accessible by writing or calling the TASPP staff at the above address and telephone number. sck

Vocational Education Curriculum Materials (VECM)
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NRCVE
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(800) 762-4093
(ADVOCNET) AVO001

The VECM database is a comprehensive centralized computerized database of information on curriculum materials. Its development was the result of a cooperative effort by the six Curriculum Coordination Centers of the National Network for Curriculum Coordination in Vocational Technical Education and the NCRVE.

Current vocational and technical curriculum materials that have national availability appear. About six thousand records of both print and nonprint materials, including about eleven hundred microcomputer courseware entries are now in the database, and the number is increasing. An important recent emphasis has been on the entry of information on curriculum materials for special needs populations.

Each VECM entry includes the following information: title, date, sponsoring agency, developer, subject matter classification, educational level, intended user, student target population, description of the print or nonprint materials, copyright restrictions, and availability.

The database is available through BRS Information Technologies. Many larger libraries as well as the NNCCVTE subscribe to BRS and conduct searches on request. NCRVE also conducts searches for clients. The CCCs and NCRVE continue to build and maintain the VECM database. All vocational and technical educators are encouraged to contribute information about curriculum materials. For further information about VECM, contact David Carlson at NCRVE's address. For subscription information, contact BRS Information Technologies, Inc., 8000 Westpark Drive, McLean, VA 22102, (800) 289-4277. sck

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NATIONAL TASK FORCE
TECHNICAL ASSISTANCE FOR SPECIAL POPULATIONS PROGRAM (TASPP)
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The Technical Assistance for Special Populations Program (TASPP) is a service function of the National Center for Research in Vocational Education, at the University of California, Berkeley. Housed at the University of Illinois, a subcontractor of the National Center, it is designed to assist in the improvement of vocational education programs for special needs youth and adults. TASPP's direction is guided by a national task force comprised of principal investigators from the various Center institutions as well as national leaders in the field of vocational education for special populations.

The TASPP goals are to: (1) provide comprehensive resource and referral services to practitioners, researchers, and policymakers working in vocational education with special needs populations at the secondary and postsecondary level; (2) initiate and support networks of professionals serving the vocational education needs of special groups; and (3) provide targeted technical assistance on selected topics or problems crucial to improving the quality of vocational education programs provided to special populations.

For more information on the Technical Assistance for Special Populations Program of the National Center for Research in Vocational Education, University of California, Berkeley, please contact:

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